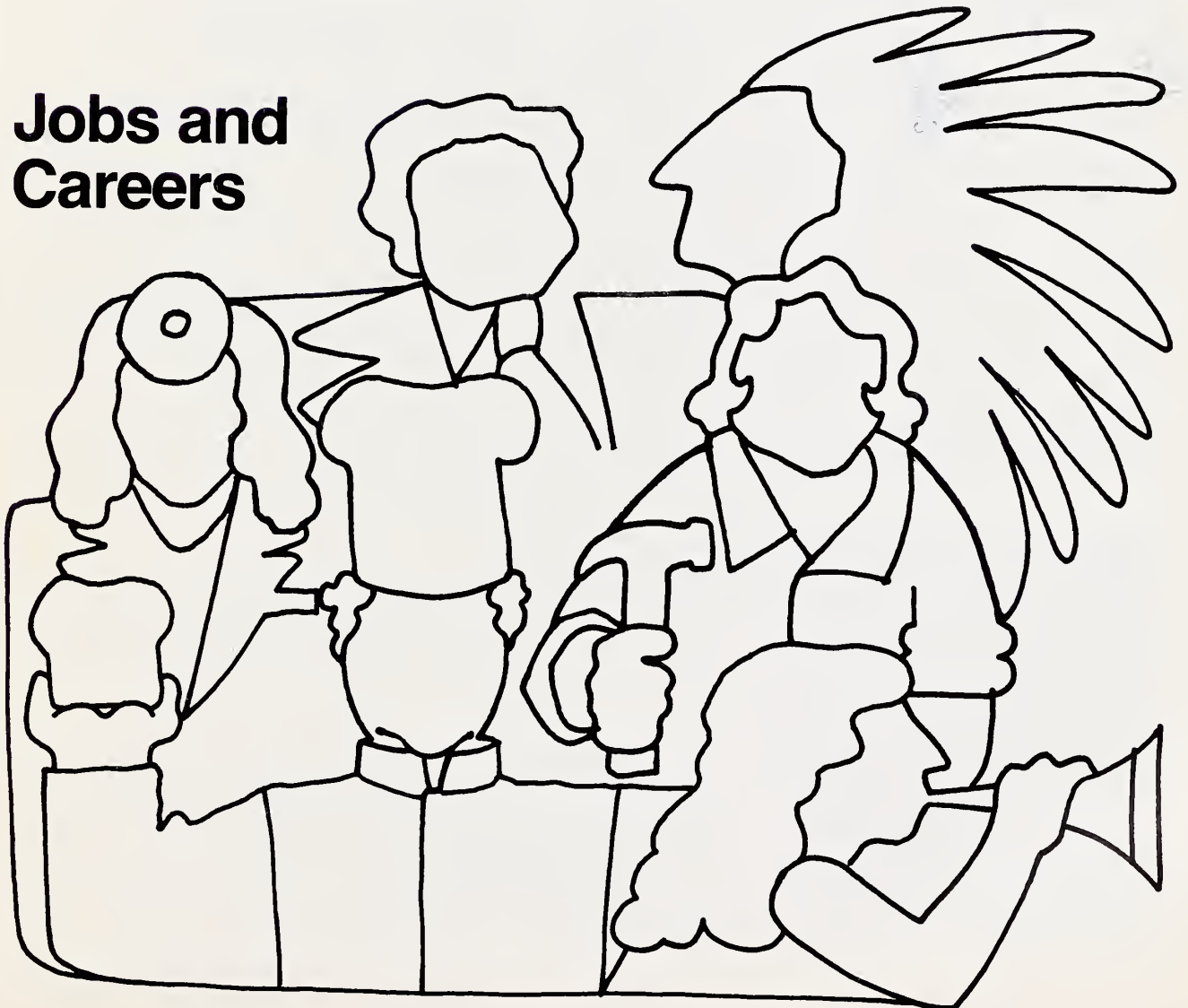


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BOB BERGLAND
Secretary of Agriculture

ANSON R. BERTRAND
Director
Science and Education
Administration

Editor: Patricia Loudon
Editorial Director: Jean Brand
Art Director: Chester Jennings

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Jobs and careers — 4-H at the forefront

Who are you and where are you going? Can you get there from here? Found in one article of this issue, these questions are constantly asked of today's youth as they probe in search of a future career.

The 4-H "learning by doing" projects—the backbone of our educational program — are a first and solid step in exploring the world of work. With the *4-H in Century III* document as a guideline, we are developing ways to further strengthen the economics, jobs, and careers emphasis in all our programs.

Across the Nation, Extension staff are involved in projects ranging from career-awareness games at 4-H meetings to youth-controlled business firms and economics-in-action programs. Several of these are highlighted in this issue.

Five out of six jobs in this country are located in the private sector. 4-H has a tremendous strength in the business firms that currently support programs with time, money, and other resources. One example is the 4-H Commodity Marketing Program developed and implemented by the Chicago Board of Trade for the last 27 years.

A National Staff Development Workshop, scheduled for October 15-20 at the National 4-H Center, will study the economics, jobs, and careers area. Participants will explore successful programs; and learn how to develop volunteer leadership, locate sources of funds, and write proposals.

As youth continue to question, 4-H remains at the forefront with an accelerated jobs and careers program. —*Hope Daugherty, 4-H Staff*

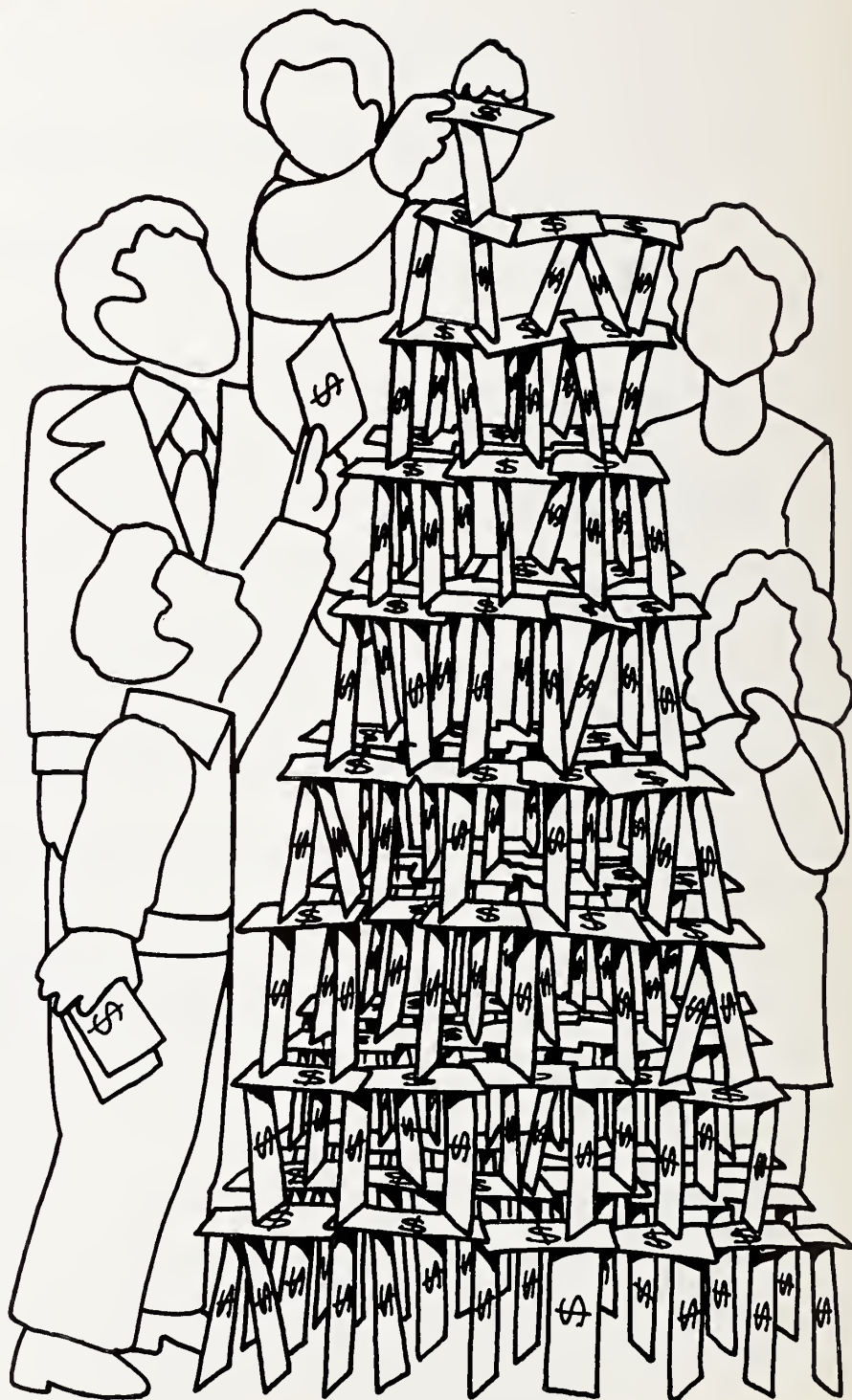
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Economics in Action —

by
Robert D. Dahle
Business Management Specialist

and
William M. Garmon
4-H Specialist
North Carolina State University



"I knew the free enterprise system was complicated, but I had no idea how complex it really is. Seeing what occurs in the everyday life of a company made me realize that running a business is not as easy as it looks, and that the best management possible is required if the company wants to succeed and stay alive."

This same quotation, said in so many different ways, probably summarizes how the more than 1,200 youth who have attended **Economics In Action** programs in North Carolina feel about the experience.

"We've had hundreds of kids tour this plant in the last 5 years, but this bunch asked questions and really seemed to want to learn about our business. I don't know what you do to them, but it sure feels good to see kids who are interested in something—especially business," a typical business participant said.

What can you do to make youth want to learn, to make them want to participate, to build success in a program such as **Economics In Action**? The first and most obvious answer is that you find youth who are highly motivated—and let them select you and your program.

Economics In Action is not designed just for superior academic students. Many successful businesspersons are not high academic achievers. Seriousness of

purpose is the main ingredient sought.

We usually start out in one of two ways. In **Economics in Action** programs where team work is emphasized and where it's necessary to break down strong interschool rivalries, team building exercises—card towers, tinker toys, hollow squares, logo making—get people working together. When content is emphasized and groups form naturally, the opening educational session, "What Is Economics?" begins the program.

Motivating and maintaining interest in the program is another major element. This is done by mixing theory, visual presentations, and visits to businesses that show the theory in action. The tone of such a program—and a university's interest in it—is established at the very beginning.

The opening presentation focuses on the numerous tradeoffs which consumers, businesspersons and society have to make in the allocation of resources under their control. The examples used are ones which the youth are familiar with: cars and gasoline prices; dust pollution; education; imports of coffee, bananas and cars; unemployment; and inflation. The main emphasis in this session is to get those attending to talk and build confidence in their ability to handle elementary economic concepts.

From this point on, the youth focus on learning economic concepts through formal presenta-

tions and visits to businesses.

First they view a short slide set on management, marketing, money and banking, pollution, government, or some other subject area. Next, the young people tour a business or government operation illustrating these concepts. Then they have a give-and-take session with top management on questions about the business.

What happens during these modules is not structured. Youth ask questions of guides on the tour, or of plant workers, and how the questions are answered can sometimes be more important than the content of the answer.

Economics In Action gains its major strength from the final session in which youth are permitted to "have at" a panel of business and government managers on any subject. Each panelist is encouraged to state her or his opinion clearly and honestly. Evaluations have shown that while youth don't like the disagreements that arise during these sessions, they do appreciate the candid exchange with the panelists. For many youth, this panel is the first time they have experienced listening to people with strongly differing views.

Economics In Action is educational, and also fun. Youth make new friends, share experiences, and participate in group activities.

This is a youth program, but more than that. It can be adapted for almost any age. □

Students incorporated — a community approach

by
Larry Brown
Program Leader,
Economics, Jobs and Careers
National 4-H Council

We didn't start out in 1965 with a pre-arranged plan to develop a youth employment program that would help more than 3,500 youth learn about themselves, and gain work experience by earning \$750,000. But that's what happened.

In 1965, the Dona Ana County, New Mexico, 4-H staff was looking for ways to expand their program. Many 4-H members and other youth were asking, "Where can I find a job?" People in the community were always calling the county Extension office with questions such as "What's the matter with my yard? What's the matter with my rose bush? By the way, I am going to be gone on vacation for a week, where can I find some one to take care of my yard for me while I am gone?"

Our first project was a lawn clinic designed to train kids to take care of an established yard. At the end of the clinic, we listed the youth that had successfully completed the 20-hour course and made this list available. People receiving the list contacted the youth of their choice. Copies were also shared with the local employment agency and others.

Expansion

Then we started getting calls for babysitters, so we developed a babysitting workshop. Some one called in to see if we had anyone trained to do a birthday party—we soon did. A severe hailstorm broke windows in many businesses and residences, so we developed a window repair clinic.

That's how we got started with a youth employment emphasis.

Our lawn care workshops were expanded to include landscaping, soil preparation, and planting of grass and ornamentals. An advanced babysitting clinic was developed. A career emphasis was added to the workshops. We taught kids how to fill out a job resume and how to apply for a job. The county Extension staff and Extension specialists from New Mexico State University conducted the first few workshops, but eventually community resource people were included.

Soon a problem developed—we had too many workshops and too many lists to keep track of. So we evolved into a referral service. We still conducted the training programs, but we would no longer send lists of youth who participated. Instead, when a call was received for a worker, we would contact the youth ourselves and refer them to the job. Legally, the youth worked for the person calling in; we simply acted as the go-between. This was a service similar to those provided by many referral programs such as Rent-A-Kid, Dial-A-Teen, Hire-A-Neighborhood-Youth, etc.

By 1967, we expanded our efforts and started placing youth in jobs. In addition to our referral service—where we waited for calls to come in—we started an active campaign to locate jobs for kids. Again, the person for whom the service was performed was the legal employer.

By 1969, an interest in a com-



munity approach to youth employment evolved. Some community leaders met with about 100 high school students. At this meeting, *Students Incorporated* was born. Sixteen community leaders formed the corporation board of directors.

Students Incorporated started operation in May. A senior citizens group provided office space. The Chamber of Commerce paid the utility bills. The Neighborhood Youth Core (NYC) Program staffed the office, and the County Extension Service conducted the needed training programs. That summer, some 60 youth obtained jobs through *Students Incorporated* and earned \$7,000. *Students Incorporated* has continued to operate on a year-round basis, and in 1977 more than 500 youth earned \$109,000. The program now has an office of its own and is staffed by a director, a secretary, a bookkeeper, and several job developers.

Concept

The concept of *Students Incorporated* is unique. The youth work for *Students Incorporated*, and not for the person or business for whom the work is performed. For example, if you need someone to mow your yard or help you move, *Students Incorporated* sends a youth to do the job. But the youth doesn't work for you—they work for *Students Incorporated*.

While they work, the kids are covered by Workers' Compensation and Liability Insurance. You do not pay the youth, you pay *Students Incorporated*. You fill out a time sheet for the youth with an evaluation form to indicate the quality of work performed. These evaluation forms help *Students Incorporated* personnel in providing counseling and training.

Kids are paid for their work on regular pay days. Ten percent of their earnings go back to *Students Incorporated* to defray the costs of



insurance coverage and program administration. These contributions cover one third of the overhead of operating *Students Incorporated*. The balance of the fund comes from special projects and through city, county, state, and federal sources.

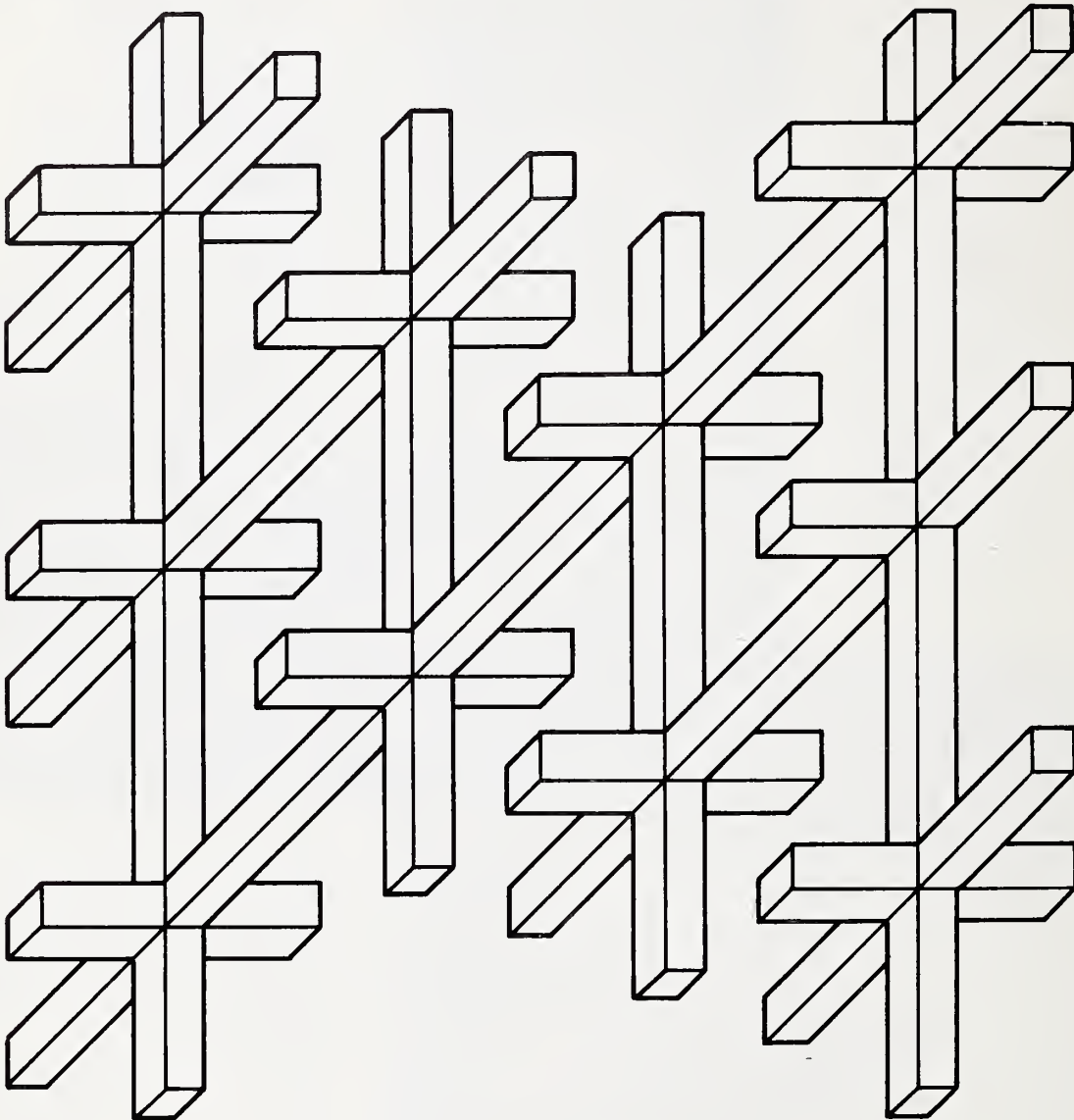
As in any organization, many problems were encountered. Hiring policies for youth and staff had to be established. Forms such as parent permits, time sheets, job applications, payroll pledges, job orders, referral records, and others had to be developed. Staff had to become familiar with child labor and minimum wage laws.

The *Students Incorporated* model is a good example of a com-

munity effort. In 1977, *Students Incorporated* had linkages with 46 agencies and organizations, including the Dona Ana County 4-H program and the New Mexico State University Cooperative Extension Service.

The *Students Incorporated* model can be easily duplicated in other parts of the country. Additional information is available by writing the organization at 106 East Hadley, Las Cruces, New Mexico 88001. Information on other economics, jobs, and careers educational programs may be obtained from the author at the National 4-H Council, 7100 Connecticut Avenue, Washington, D. C. 20015. □

Who are you and where are you going? Can you get there from here?



by Chris Scherer
Communications Specialist

and
Lynnette Gearhart
Kane County Youth Adviser
University of Illinois

How does a person decide to be a doctor, a lawyer, a merchant or a chief? Or how does one decide what not to be?

For 20 young people in three northeastern Illinois counties, the process of deciding what "to be" or "not to be" is now easier. Early last spring, the youths attended a career camp. The theme for the 3-day retreat was "Who Are You, and Where Are You Going? Can You Get There From Here?"

Although many 4-H projects help members expand their knowledge of career opportunities, the agents from these three counties decided very little effort was being put on helping youths choose a career. Most of the career exploration in 4-H is done on an individual basis. Many of these young people also felt that their high school career counseling was inadequate.

Proposal

A proposal calling for the establishment of a weekend career camp was written and submitted to the Office of Career Education, Department of Health, Education and Welfare (HEW). The proposal was one of 80 pilot projects funded out of 900 submitted.

In developing the proposal, the youth staff of DeKalb, Kane and Lake counties determined methods and means of getting career information to youths for their use. A small group setting, such as the career camp, not only gave them the opportunity to listen to youths' needs, but also to develop teams of young people who could take information on career education to 4-H members "back home."

Assessing their own assumptions about career education, the staff concluded that career deci-

sionmaking, job-hunting and job-getting skills could be taught, and that most persons should be able to learn enough to help them in their particular situations.

Since many young people have had limited experiences from which to draw, the staff developed an awareness program to acquaint the young people with the broad spectrum of career opportunities. The program began to take shape. Included in the camp weekend were get-acquainted activities, self-development sessions, available opportunities, group interaction and discussions, skill training, and goal planning.

The agents also collected resources for the young people to use in presenting career information to their peers back home. These resources also gave them an opportunity to explore for themselves and to set straight their own thinking about a possible career.

Weekend camp

The career camp weekend began on a Friday evening. As the self-awareness activities, value games and role-play situations continued on the second day, the youths began to gain some insight into their own development. A career awareness resource panel, a library of resource materials, a career game, and a variety of handouts armed the youths with their awareness of the many opportunities available.

The movie "A Thousand Clowns" led the group into a lively discussion of their individual values and their views of today's work-a-day world.

A nondenominational worship service on the theme of self-worth set the stage for the final day of

the camp. The program continued with a workshop session on completing job applications and employment forms. Participants learned what should be included in a resume and practiced writing their own. Through role playing, the youths practiced interviewing for jobs.

During an evaluation session, the youths compared what they felt they had gotten from the camp with the expectations they had recorded.

One youth responded "I'm a little more clear as to who I am." Another said "I learned . . . mostly about myself." Perhaps the entire program can be summed up by the statement "I always knew I could be anything I wanted to be, but this experience reemphasized that fact. I feel I have gotten to know myself better and gotten a better understanding of life."

Impact

The weekend career camp is over, but the impact of the program goes on. Before leaving camp the participants formed teams and developed a plan for taking their new-found information and enthusiasm back home to their friends and fellow 4-H members.

One county group decided to make radio spots for a local station about career opportunities in their community. Another group developed a list of addresses for other youths to use in seeking career information. A third group presented a program about the career camp at a 4-H federation meeting.

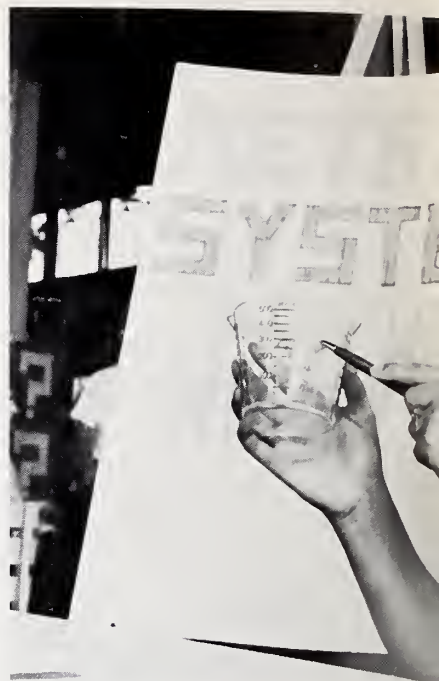
The program can be summarized with the statement referred to many times during the retreat, "One experience does not make the life, but a collection of experiences can make a difference." □

Career counseling across the country

A Maryland 4-H'er grows in self-understanding and personal development through the 4-H demonstration program which helps her prepare for the world of work.



Curry County, Oregon, offers a marketing career exploration program to seventh grade students. The unit includes slide lessons and a tour of the area's marketing service center, including this closeup view at a local equipment company.





Many urban and suburban 4-H'ers get work experience as well as economic awareness through lawn care and yard jobs.



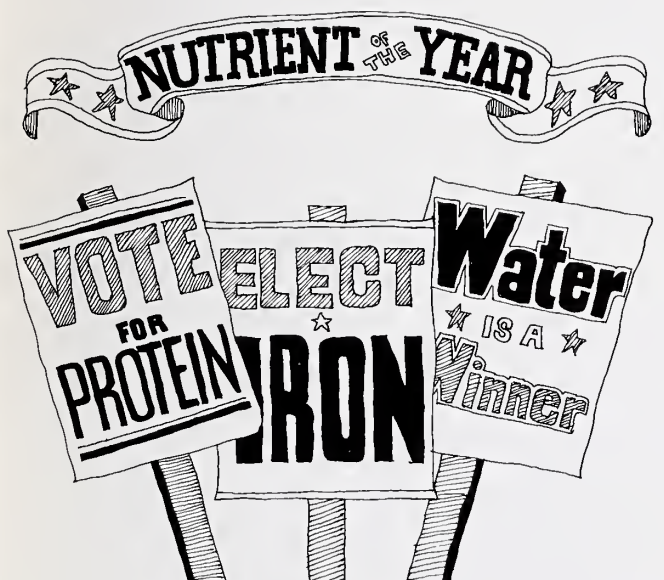
This participant in the Wayne County, Michigan, pre-employment skills workshop puts training in job-related skills to work by becoming a 4-H organizer in her neighborhood.

Utah offers minor offenders testing skills, training, practical experience, and counseling in an intensive on-the-job training program related to the young people's interests. This participant develops his skill in welding.



Washington State provides hands-on experience in various fields through matching 4-H'ers with community resource people.





by
Ronnie Malone
 Program Associate,
 Home Economics
 CES, Cook College
 New Jersey

Timeliness is a big plus with newspaper publicity. Capitalizing on that fact yielded New Jersey's nutrition education program valuable space in a local paper.

A special nutrition class neared the completion of 10 lessons; the final class would elect "Nutrient of the Year." Just as this was going on, the national presidential scene was bubbling with candidates.

Let's let *The Recorder*, a central New Jersey weekly, speak from its pages. This story appeared 2 years ago, prior to the political conventions:

"You need me, so vote for me," said the candidates.

"Is it Carter, Wallace, Reagan or Ford? No, it's a youngster in the fourth grade who campaigned as 'water', one of the nine key nutrients. Other members of this group sought votes yesterday as 'Iron,' 'Carbohydrates,' 'Proteins' and so on, with the winner to be 'Nutrient of the Year.'

"The election was part of the community outreach effort of the New Jersey Cooperative Extension

Service at Rutgers University's Cook College.

"Results of Tuesday's vote at the recreation center of North Edison Gardens on Weston Forbes Court, Edison, will be announced shortly.

"These children have participated in 10 weeks of special nutrition classes conducted by six teenaged recreational aides employed by the Edison Township Neighborhood Youth Corps. The aides are Joyce Adams, Elaine Bowers, Dorothy Bradley, Linda Brookings, Ruth Funderburk and Joseph Holliman.

"Their work in leading after-school recreational and tutorial activities brought them to the attention of Lucille Barrows, Rutgers community assistant in Extension's nutrition education program, who conducts in-home teaching visits to 10 families who live in North Edison Gardens.

"She suggested the teen aides become volunteers in the nutrition education program, an idea welcomed by Minnie B. Veal, supervisor of the recreational program.

"Each Tuesday the recreational aides met with Dianna Nurczyk, Extension Home Economist, who directs nutrition education program activities in Middlesex County from her offices in the County Administration Building in New Brunswick.

"Using a special series of Funsheets and Leader Guides, Nurczyk conducted weekly training sessions. Following the leader training class, teens greeted the youngsters for the nutrition lesson. Each child received a Funsheet, played games, identified nutrients and took home nutrition information.

"On Wednesdays, Barrows prepares a food item from the previous day's lesson with the help of two teen aides. For example, after learning about Vitamin C, youngsters tasted salad and fruit punch and pointed out the nutrients.

"Putting their nutritional information into practice, they are now developing platforms, writing speeches and making campaign signs for their election. This final lesson in the series is aptly titled 'Get It All Together'."

While presidential elections aren't always available for such tie-ins, numerous local elections for state, county, community, school, civic, and social groups are. A similar approach could be used.

The nutrition funsheets used in the class include the nutrient election as a part of the tenth and final lesson. Linking to a local election could provide a new and timely way to tell the Extension story. □

Washington in Review

Small Business Administration [SBA] Loans for Pollution Control

SBA has amended its rules to provide guarantees of financing to acquire facilities to control air, noise or water pollution or contamination. This will assist small businesses that may be disadvantaged in planning, designing, or installing pollution control facilities, or in obtaining financing thereof, by authorizing SBA to guarantee loans fully (100 percent) either directly or in cooperation with other lenders.

Ad Council Features National 4-H Week

For the third year in a row, National 4-H Week will be featured in the National Advertising Council's Public Service Advertising Bulletin for September-October. Since most media contribute space and time to Advertising Council projects, this listing often helps state and county CES staff in securing local media advertising. It also alerts local media to 4-H Week, and they in turn contact Extension for materials to help them tell about 4-H in their community.

This public service time and space given at the local level amounts to thousands of dollars donated in promoting 4-H activities each year. CBS Radio Network aired the spots on the national level 34 times — total use was estimated at \$46,000. Sue Benedetti, program leader for 4-H information, worked with the Advertising Council, the USDA office of Governmental and Public Affairs (GPA) and the White House Office of Public Messages to obtain this Advertising Council listing.



Extension Opportunities Related To the Rural Clean Water Act

This Act authorizes funds which may be used as follows: 70 percent for cost-sharing; 25 percent, technical assistance (including support from Extension); and 5 percent, administration. The decision regarding Extension participation will be made at the state level by the State Conservationist and the State Extension Director.

Work will be carried out through projects involving about 200,000 acres. The authorization for this program is \$100 million for FY 79 and \$200 million for FY 80.

Beef Research and Information Act Amended

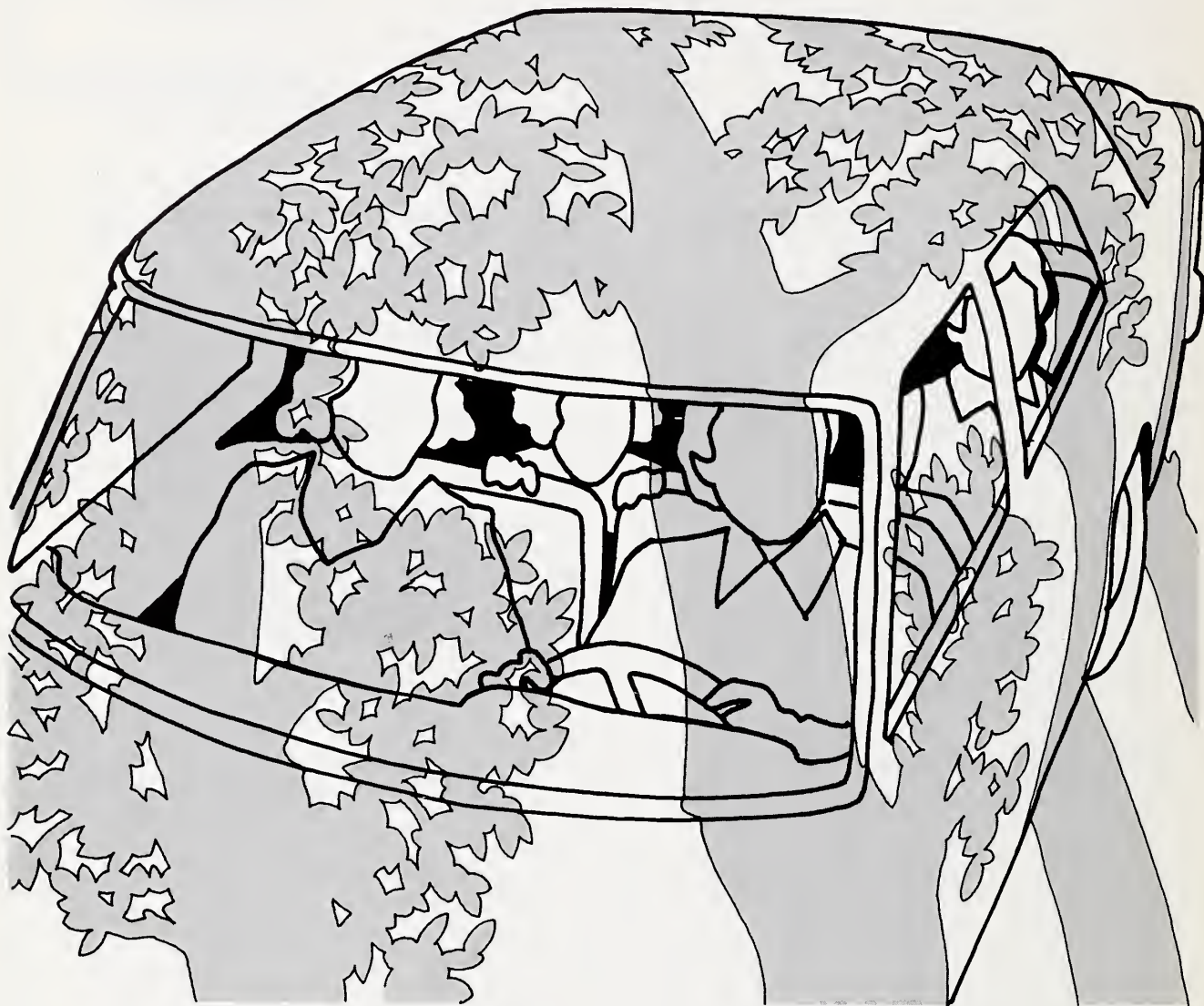
The Beef Research and Information Act (BRIA) passed by Congress in 1976 has recently been amended as part of the Agricultural Credit Act of 1978. This amendment allows for a simple majority vote to pass the referendum required by the BRIA rather than the two-thirds vote in force when the referendum was held last year. This means the entire process of holding hearings, publishing findings in the *Federal Register*, etc., will be taken up again just as was the case with the original referendum. In order to facilitate this education effort, State Extension beef research and information chairmen in 1976-77 will continue to serve in this capacity.

USDA Metal Study to be Conducted

Through the Soil Conservation Service and Science and Education Administration, USDA will conduct a study of cadmium and lead in crops and soils. This study was requested by the Food and Drug Administration (FDA) and the Environmental Protection Agency (EPA). These agencies need background information on cadmium and lead in crops and soils to establish maximum allowable metal content in food crops and in the soils to which sludge is applied. The study begins in fiscal year 1979 and will be completed in fiscal year 1982. Approximately 6,000 sites involving 19 food crops in 34 states are to be sampled for plant and soil analyses.

Details of the plans for the study prepared by SCS will be mailed to agriculture program leaders, environmental coordinators, agronomy project leaders, and specialists in horticulture and soil fertility.

A Windshield Tour of Trees



by
Linda J. Camp
Extension Information Specialist
University of Minnesota

Mention the words “Dutch elm disease” and you’re likely to conjure up some rather negative images in most people’s minds. Some will be reminded of a favorite tree turning yellow at the crown, while others will think of the disturbing emptiness of a main street after its tunnel of elms

has been cut down.

In Minnesota, however, people are discovering that Dutch elm disease can have a more positive side. Losing elms is beginning to make people think twice about trees of all kinds, and is stimulating communities to adopt better shade tree management pro-

grams. In one particular community, people have literally driven out of their way to learn a little bit more about trees.

Fairmont is a small city of some 11,000 people in the southern part of the state. Like a number of other Minnesota communities, it has been plagued by Dutch elm disease since the 1960's. Because most of the elms are located on lake banks and are difficult to get at, maintaining a strict sanitation program has been a problem. Consequently, about 75 percent of the area elms have been lost to the disease.

Tree replacement

Such a large-scale loss of trees has necessitated a major replanting effort. Shade tree replacement has been a priority item for the city since 1975. Under the guidance of the Fairmont Chamber of Commerce Environmental Committee, local 4-H clubs and other civic groups have pitched in to plant some 2,600 trees in the past 3 years. Putting trees in the ground has been only one portion of the replacement effort. Because public awareness and support is essential to the long-term success of tree replanting, community leaders have made a special effort to keep people informed and involved.

One of the more unusual and effective public awareness activities was a "windshield tour" initiated by Floyd Bellin, Jr., director of the County Extension Service. For one week in September 1977, Fairmont residents had the opportunity to drive around at their leisure and view 41 tree species successfully growing in the area. The trees were labeled with professional signs, and the specific tour route identified on a map published in the local paper.

The tour was especially useful for making people aware of potential trees for replanting. It also helped property owners evaluate how certain species might fit into their own landscaping plans.

Advance planning

One key reason for the success of the tour was the amount of planting and advance preparation that went into it. Several weeks prior to the tour, Bellin and Dorothy Bremer, of the Governor's Environmental Program, scoured the city to select the trees to be included. A critical aspect of this effort was obtaining permission from the property owner if the trees were located on private land. Bellin feels that Extension's widespread positive image in the community had a strong part to play in their gaining complete cooperation. The professionally designed signs helped make it easy for people to readily identify the trees from some distance away.

Another important aspect of the tour was the excellent follow-up. A few days after the tour was offered, Bellin held an informational meeting to capitalize on some of the interest generated by the tour. People came to learn more about shade trees management. A slide program produced at the University of Minnesota helped meeting participants learn more about different species, as did special displays of pressed leaves. People received fact sheets on shade trees diseases and planting information. At the end of the meeting, people were encouraged to set up "coffee parties"—informal gatherings of neighbors—to discuss ways in which they might cooperate on the tree plantings within their neighborhoods.

Community response

Bellin is pleased with community response to both the tour and followup efforts.

"The windshield tour was successful because of the high level of community involvement," he commented. "There was excellent coverage of the tour and the meeting by all of our local media, and that helped generate a lot of interest."

"In addition, many people contributed a lot of time and energy. Members of various city council committees, representatives of the local government, the Chamber of Commerce, people from the University of Minnesota's Shade Tree Team, and the State Department of Agriculture, among others, all helped out."

For those interested in organizing such a tour in their own communities, Bellin offers a few words of advice. "Respecting people's property is very important," he observed. "We stressed the fact that it was to be a driving tour, and asked the public not to walk on people's lawns. We also selected only those trees that were along the boulevards or in people's front yards. Everyone cooperated, so we didn't have any problems."

Two other important items are checking the signs at the last minute to make sure none have fallen down or become damaged, and making the tour available for a specific period of time. The latter is advised because it helps to assure that the idea will remain novel enough to capture interest.

No one has yet found a cure for Dutch elm disease. However, at least one community seems to have come up with a good way to get people to take a careful look at how trees might be better managed. □

Dying town springs to life

by
Dolores T. McGlashon
Assistant Extension Editor
Kansas State University



With voices raised, "Westy" residents join in a local chorus organized after they refurbished the pavilion.

Sixteen years ago, a well-known television duo, Huntley and Brinkley, produced a documentary about the dying small town.

Westmoreland, located 20 miles northeast of Manhattan, was pictured as a Kansas town just waiting for the "grim reaper". Streets resembled the moon's surface, where Dutch elm disease had left woody gray skeletons in its path.

That was 16 years ago. Today Westmoreland, the seat of Pottawatomie County, is a bustling community with a new direction. Early this spring, NBC sent another television crew to the city "just to set the record straight" and to take another look at the small town that refused to die.

Success story

They documented some of the achievements "Westy" townspeople, numbering less than 600, have made through the PRIDE program, jointly administered by the Cooperative Extension Service at Kansas State University (K-State), and the Kansas Department of Economic Development.

The result of a day's taping was telescoped into 5 minutes on the *Today* show. Westmoreland residents watched with bemused interest and then set about working on this year's goals, sharing what they'd learned with other communities seeking a transfusion of new ideas.

The residents of Westmoreland had a different reaction to the first television show years before. The Huntley-Brinkley documentary made them think about the plight of their town. The show prompt-

ed them into blacktopping roads and installing sewer lines. After that initial burst of energy, they comfortably settled back, self-satisfied with their accomplishments and content in the knowledge that their labors should last.

Then, 2 years ago, a few civic-minded people took a hard look at what remained to be done to make Westmoreland more viable. City leaders questioned how to set priorities where so much seemed needed, and how to mobilize citizens to think about common concerns and accomplish long-range goals.

Some of them had heard about the PRIDE program, which was established in Kansas to assist communities in finding practical ways to work toward goals. The program works because of local involvement. The residents of Westmoreland thought the best way to learn more about PRIDE was to talk to their County Extension Director Al Spencer.

They were right. Spencer told them that since PRIDE began 7 years earlier in Kansas, more than 200 communities had participated. State recognition is given to a community when it evaluates itself in the eight areas of planning, services, utilities, transportation, economic development, housing, education and enrichment. Approval is gained from outside appraisers and the state PRIDE committee. Workshops are set up in which communities such as Westmoreland can pass along ways to involve townspeople in various projects.

Added incentives are five cash prizes ranging from \$100 to \$700 for five population categories. A sweepstakes prize of \$500 is awarded the city that accomplishes the most in overall competition with other cities in the state.

In November, 1975, Spencer arranged a meeting with area and state Extension community development specialists from K-State and seven Westmoreland leaders.

Following this kick-off meeting, a steering committee grew to 22 people representing different organizations, businesses and age groups. They selected co-chairmen—Gary Conklin and Elna Moore. The remaining members were a concert of citizens of which Doc Maskil, publisher of the weekly newspaper, notes: "Their seeming division bonded them together."

First year

The first year of the town's PRIDE program coincided with the Nation's Bicentennial. By uniting forces behind a concern for heritage, citizens converted planning committees into action groups.

Along with general cleanup, they cut out and burned the elm tree skeletons, and began a tree planting schedule. They built a mini-park amid downtown shops and landscaped other parts of the town. Dorothy Siegle and members of the beautification committee were rarely seen without a planting trowel in their hands. Their efforts were rewarded by a summer's profusion of bright annuals.

Youth groups painted a patriotic pop-art mural on the wall of the telephone building and added colorful touches to fire hydrants. Youngsters assisted their parents in repairing playground equipment, and afterwards discovered that painting merry-go-rounds equalled the fun of riding them.

Community members found not only their band instruments, stored since high school days, but voice as well, and organized a band, chorus, and fife-and-drum corps. This activity, in turn, set them to refurbishing the stone band pavillion behind the courthouse.

Second year

Labors the first year began to bear fruit the second. Summer recreation for children grew to

league baseball teams and swimming lessons. Three blocks of new sidewalks and curbs, installed the first year, lengthened to several more last summer.

Elmo Burkman and Paul Neely headed the crew making improvements on sidewalks and curbs. Families either joined in the work or prepared a picnic supper, spreading covered dishes on tables along Main Street beside the work operation. When they finished, they ate together like a big family.

On Saturday, one day short of Arbor Day, Judge John Brookens and others on the tree committee began filling holes with the types of saplings suggested by Extension foresters at K-State. After the balled roots were sunk, the people used hoses from the town's firetruck to fill holes with water. The work had a holiday atmosphere and a feeling of fun.

One of the reasons the PRIDE program functions well, says Leslie P. Frazier, K-State Extension specialist in community resource development, is that it stems from a number of converging forces built on a foundation of needs which townspeople identify. From this awareness, a community divides the followup process into three phases—what to do, how to do it, and doing it.

A winner

Westmoreland was one of the smallest Kansas towns enrolled in PRIDE, but at the end of the first year the city was awarded first place in its size category, and last fall at the annual awards banquet, the town received both this recognition and the sweepstakes. During last year's efforts, volunteers logged more than 4,000 hours of labor.

To Doc Maskil and others in Westmoreland, this is not surprising. "We've always had the potential," he says. "PRIDE just showed us how to put it together." □

Day care — for school-age children?

by
Gretchen Fosse
Communications Intern

and
Marcia K. Simmons
Communications Agent
Jefferson County, Colorado

How often do you worry about what your children are doing before and after school—those few hours while you're at work? Maybe their babysitter is sick and there's no where for them to go. Worse yet, you can't find a sitter, period. The kids may just sit at home, fight with each other and watch television. . . if you're "lucky."

Thanks to the Colorado State University Extension Service and the cooperation of school personnel at the Green Mountain and Daniels Elementary schools in Jefferson County, Colorado, there are day care programs before and after school for school age children. These pilot Extension programs demonstrate the method for developing quality, affordable extended day care.

The programs, conducted at each child's own school, are inexpensive and eliminate the problems involved with "split shift" babysitters. "Parents can drop their children off at school on their

Daniels Elementary students in the extended day care program play outside their school.

Russell Brown works on a clay art project as program coordinator Molly McNally-Dunn lends support.



way to work and pick them up on their way home with the assurance that their child has been under constant supervision," Ann Saint-Denis, assistant home economist for the Jefferson County Extension Service, explained. Saint-Denis and Margaret Culver, assistant Extension agent for community development, cooperated in planning, organizing, and conducting the program.

The program resulted from a needs assessment of Jefferson County working parents in February 1975. Personal interviews were conducted with employers at 13 private and public agencies. "Child care for elementary age children before and after school was the major need identified by working parents," Culver explained. "Child care for pre-school children was readily available, but programs for school age children were non-existent."

The extended day care program started at Green Mountain Elementary School in January 1976.

A full-time director was hired through CETA funding. A part-time county employee and a Colorado State University intern completed the program's staff with assistance from interns from universities, colleges and high schools, as well as volunteers from local organizations.

The staff offers the program within the existing school facility from 7 to 8:30 a.m. and from 2:30 to 6 p.m. each school day. On school "half-days" and conference days, special field trips are planned. The cost of the program is less than a regular day care program since many overhead costs—the building, utilities, etc.—are taken care of by the school.

Parents were involved very early in the program planning. A parent advisory board established policies, planned activities and helped determine future alternatives. Since it was a pilot program, the service initially was offered free of charge (except for a 25-cent snack fee). As the pro-

gram's viability increased, the parent advisory board established a fee of \$1 for each family's first child and 50 cents daily for their second child. The money covers the cost of the snacks, materials and a part-time county aide.

In the fall of 1976, additional CETA funding and college interns allowed the pilot program to expand to a smaller school, Daniels Elementary. The Daniels program is administered on the same basis as the Green Mountain school program. By the spring of 1977, 92 children were being reached at the two programs.

The Lakewood Parks and Recreation Department provides activities, demonstrations, or field trips once a week at each site. Crafts, outdoor recreation, free play, games, creative arts and music are included in the activities. Nutritious snacks are prepared and served to the children daily in the afternoon. Morning session activities include quiet indoor games, ongoing craft projects and breakfast.

With such expressed support, Saint-Denis and Culver sought funding for an expanded program. They applied for grants with agencies and foundations. A community advisory board of parents, local officials and agency officials was established to determine alternatives for the program's future.

The staff found that future to be with another county agency—the Department of Social Services. Molly McNally-Dunn, the program director, and a staff of five joined Social Services in April of 1978.

"Extension demonstrated how an extended day care program can operate successfully within the schools," McNally-Dunn explained. "Social Services will very successfully expand Extension's pilot demonstration program. The community has seen the program benefits and wants it to continue and expand." □



Driving our seniors to better health

by
Henri Drews
Visual Aids Specialist

and
Mary Darling
Extension Nutritionist
University of Minnesota



Today, more of our elderly people dine together in groups, instead of at home as in years past. These congregates of senior citizens are a new audience for Extension with a new set of communications problems for us to solve.

Nutrition Needs

The Congregate Meal Programs of the Older Americans Act (Title VII) requires the development of nutrition education programs for senior citizens. In 1976, the Minnesota Agricultural Extension Service received a \$3,000 grant from the Minnesota Board on Aging to help develop resources for the program.

That fall eight members of the Extension and Congregate Meal staffs met to consider the challenge. The group included nutritionists, dietitians, home economists, audiovisual and graphic specialists, and county agents. We recognized that many relevant visual aids are available to teach topics such as purchasing and preparing food for one or two people, or on identifying nutrition misinformation. However, we could find none on the changing nutritional needs of older adults.

Possible Problems Solved

At first, a visual program or a slide set, seemed best for this audience. But, think of the problems. Communicating new health and nutrition information to people who have cared for their bodies for as many as 60 to 90 years wouldn't be easy. Age often is equated to wisdom, so we expected many minds might be set against ideas from youngsters such as us.

Even if most were receptive, think of all the misconceptions people can accumulate in a lifetime. Is fish really brain food? Could a bad draft really cause arthritis? We had to sensitively overcome these hurdles, as well as the obvious physical problems that come with advanced age. Folders could be printed to reinforce the message, especially if part of the audience couldn't hear. Above all, to gain the interest of such an audience, we knew the program must be entertaining.

The Birth of Newton

Jan Wesslemann, a registered dietician in the group, suggested that we correlate problems of nutrition and health to those of maintaining an automobile. In fact, the car could be personified to act as the narrator of the script.

A car needs fuel to run on, like the body needs food. The four food groups could be likened to the air, water, oil, and gas a car needs. It requires maintenance procedures similar to our hygienic practices. Both kinds of bodies need exercise and checkups to keep the squeaks out of the joints. The group concurred that a car would be an ideal vehicle for our message. To sound like nutrition, the car was named "Newton."



Program Content

Newton would have a lot to say. The group identified many points for the script including: weight control, physical fitness, social needs, digestive discomfort, constipation, dental problems, arthritis, calcium intake and broken bones, and sensory and appetite changes.

The nutritional needs of aging people are not well established. There are, however, health concerns that are related to eating habits. Newton can tell how people growing older change their food selections — sometimes for the wrong reasons nutritionally. He can explain how lack of knowledge about which foods contain which vitamins can cause senior citizens to waste their money on vitamin pills.

Characterizing the Car

The character of Newton had to be special to be acceptable as a source of information by our audience. What about the body style? Old or new make? A classic antique should convey the idea of old, but worthy of good care. Perhaps an expensive model would help with the voice of authority. Rolls Royce? No, none would serve as well as the character of the car that every person in the audience could associate with their heyday—a highly polished Model "A" Ford.

Mileage Logged

The script and artwork covered the nutritional information for seniors in four parts. First, Newton discusses the daily nutrition needs of the audience. The second part called "Periodic Maintenance" covers changes in the abilities to taste and digest food. Under the title of "Keeping Mobile," Newton promotes the social and physical benefits of exercise and good diet. The fourth part stresses "Importance of Dental Care."

The slide set and four folders were first distributed in mid-1977. The image of Newton rolling past an elderly couple strolling through a quiet neighborhood has been seen in many nursing homes and retirement centers around Minnesota.

The evaluations of the program are favorable. Dieticians, nurses, county agents, all of whom have shown the set, comment on its favorable reception. They report the audience especially chuckles at the shot of Newton's exhaust puffs while the script tells of the merits of roughage in the diet.

The popularity of the program is spreading with its adoption by 10 more states. With his expressive eyes and handlebar mustache, Newton is presenting the information about "Nutrition for Seniors" to hundreds of people. — (Editor's Note: The slide set (64 slides) is available for \$28. The four folders sell for 10 cents each with discounts for orders of more than a hundred. A slide set with a set of sample folders may be ordered from: Agricultural Extension Service, Audiovisual Library, 442 Coffey Hall, 1420 Eckles Avenue, University of Minnesota, St. Paul, MN 55108.) □



people and programs in review

Update on "Mulligan Stew" Use

"Mulligan Stew", the 4-H TV nutrition education program for 9-12 year olds and families, has sold more sets of film and materials this year than any year since it was released in late 1972. To date the National 4-H Council (distributor for Extension) has sold more than 420 sets of films and over 7 million manuals (comic book format) for youth.

An estimated 7 million or more youth have been enrolled in the programs and ten times that number may have viewed one or more of the six films. The program has been scheduled now by all state 4-H offices on more than 350 educational and commercial TV stations.

American Optometrists Honor 4-H

The American Optometric Association honored 4-H with the Apollo Award at its 81st Annual Congress in New Orleans recently. This award, their highest, was inscribed "in recognition for significant contributions to the visual welfare of people."

Grant Shrum, executive director, and Charles Freeman, program leader, were in New Orleans to receive the award on behalf of 4-H. Hope Daugherty of the Extension 4-H staff is the SEA contact for the program and was instrumental in its development.

Iowa Nutritionists' WATTS Program a Success

This first county-to-state office telephone hookup in Iowa lasted 20 minutes. Schedules were arranged with each Extension area for calling them via WATTS Line. Each area received a study piece and 6 videotapes to view prior to the telephone call. During the call state nutritionists and county home economists exchanged questions and answers on the topics of the study material. Now county home economists plan to use the telephone hookup with the state office in their meetings and workshops with clientele.

Alabama Impact '80 Program Emphasized

The Alabama "Impact '80" publication has been a blueprint for developing the state's agricultural industry and improving family and community life. The publication outlines the program goals to be reached by 1980 in the areas of agriculture, home economics, 4-H, and community resource development. Individual county documents, patterned after the state publication, have spearheaded the Impact '80 program throughout the state.